

# PSHCE (Personal, Social, Health and Citizenship Education) Policy

This policy applies to all pupils, including those in EYFS.

The policy has been reviewed by the Education & Welfare Committee prior to ratification by the Governing Board. This policy has been reviewed with reference to the Children and Social Work Act 2017 and the Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, February 2019 (updated July 2020). The guidance should be read in conjunction with:

- Alternative Provision (statutory guidance) (January 2013)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016, updated 2022)
- Equality Act 2010 and schools (May 2014)
- Keeping Children Safe in Education (statutory guidance) (September 2023)
- PSHE Association Guidance on Writing Your School Relationships and Sex Education (2017)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- National Citizen Service guidance for schools (November 2017)
- Ofsted Review – Review of Sexual Abuse in Schools and Colleges (June 2021)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (November 2014)
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015)
- Sexual violence and sexual harassment between children in schools (advice for schools) (now within KCSIE)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). (November 2013)
- A year on from the launch of the Ofsted review into sexual abuse in schools and colleges (April 2022)
- The Equality and Human Rights Commission Technical Guidance 2023

## Introduction

Personal, Social, Health and Citizenship Education (PSHCE) is the intentional promotion of the personal, social, health and citizenship development of pupils through the whole curriculum and the whole school experience. Well-being is at the core of all we do and through PSHCE we aim to develop children whose positive physical and emotional self, character, interests and passions enable them to grow up optimistically, hopeful and well prepared for the immediate and wider world. Pupils are encouraged to reflect on and clarify their own values and attitudes and to feel confident in exploring a range of sometimes conflicting attitudes and values. PSHCE education helps pupils to build their confidence, resilience and self-esteem, and to identify and manage risk (including online), make informed choices and understand what **influences** their decisions. Fundamental to this is the ability to understand differences and to accept change, manage emotions and to communicate

constructively in a variety of contexts. Pupils are also prepared for engagement with communities where gender mixing is common and understand and respect that any gender can fulfil almost any role in society.

We use the DfE description of character, ‘as a set of traits, attributes and behaviours, such as: perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; neighbourliness and community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus’, to form the basis of our PSHCE curriculum.

Care is taken to ensure that the School meets the requirement to promote British values and to provide economic education, as is appropriate to the age of the pupils. As well as being taught in PSHCE lessons,

British values are taught in school assemblies – for the entire school and at the various Section assemblies. Our PSHCE programme also aims to develop respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

Throughout the School children will be taught the appropriate knowledge, skills and understanding through opportunities to:

- develop a sense of responsibility
- feel positive about themselves
- make real choices and decisions
- meet and talk with people
- develop relationships through work and play
- consider social and moral dilemmas that they come across.

## Teaching and Learning Strategies

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. We promote the needs and interests of all pupils. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHCE provision. Teachers and children together develop and establish ground rules in place, which ensure that every pupil feels safe and is able to learn in a supportive and caring environment. These cover in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Due to the range of teaching and learning methods in PSHCE lessons, all pupils, regardless of their physical or academic disabilities, will be able to participate fully in this subject. The abilities of pupils are taken into account when planning activities and written and practical work may be differentiated and modified accordingly. In relation to those with special educational needs, we regularly review our PSHCE programme to ensure that provision is inclusive and accessible for all pupils.

Due to our ever-expanding wider provision of PSHCE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example ICT, Science and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

## Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Head of PSHCE/Deputy Head Pastoral (Prep School). Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead in line with school policy and procedures

## Confidentiality

The nature of PSHCE means that pupils may disclose personal information that staff will respond to appropriately. Where there is a risk to the safety of the pupil, we will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Promoting Positive Behaviour and Health and Safety. Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the Designated Safeguarding Lead as soon as possible, in line with our Safeguarding and Child Protection policy. If visitors are working in a classroom or other teaching situation, they will follow the school's guidance on confidentiality and on safeguarding, and other relevant school policies.

## Junior School (Years R – 6) including EYFS pupils

The Junior School aims to nurture the children's knowledge, skills and understanding in order to help them:

- develop their confidence, self-esteem and a sense of responsibility
- value their own strengths and work to develop those strengths
- co-operate and communicate with others effectively
- develop a healthy, safe lifestyle and make and act on informed decisions
- raise pupils' awareness of the world around them and encourage them to become active citizens, especially within the school
- develop good relationships and respect the differences between people
- deal with the onset of adolescence and adult life.

**These aims are linked to all of the aims of the School.**

## The Place of PSHCE in the Curriculum

The Junior School recognises the importance of the school and its staff in promoting children's development in PSHCE and is committed to providing the opportunities for this development to take place. The school is concerned with developing the knowledge, skills and understanding that children need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. While a number of topics need to be tackled explicitly within the PSHCE lessons, much of the knowledge and skills required by children

is covered implicitly within the curriculum as a whole. This teaching is in line with our School aims to nurture respectful, resilient and kind individuals, whilst empowering courage, creativity and compassion in each student.

The Pre-Prep curriculum is based on the Jigsaw scheme 'The Mindful Approach to PSHE' in Years R-2. This year at the Prep School, we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3 and 4, and by the Deputy Head Pastoral in Years 5 and 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant of pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

All lessons are 30-minutes in length and PSHCE is taught under the guidance of the Deputy Head Pastoral and the Head of Pre-Prep who are the PSHCE co-ordinators.:

The 30-minute lessons are delivered weekly and are further enriched by assemblies, Form Times, cross-curricular links, targeted weeks and days, specialist talks by the school nurses and external providers in Year 6. PSHE is further supported by the Pastoral Team, alongside the Form Teachers.

## **JAGS Senior School (Y7-13)**

The curriculum at JAGS has been carefully analysed to ensure that the PSHCE topics identified by the PSHE Association and the DfE statutory guidance on Relationships Education, Relationships and Sex Education, RSE and Health Education 2019 are taught. Please see standalone policy.

A comprehensive assembly programme includes assemblies on age appropriate PSHCE topics such as British Values, mental health awareness, online safety and antibullying. We mark national events such as Remembrance Day and celebrate the diversity of our community through interfaith activities.

The Head and wider senior leadership team take a lead in the delivery of key PSHCE messages in assemblies such as equality, anti-racism, respect and growth mindsets. Students have the opportunity to connect with older students in assemblies led by Sixth Form students. Alumnae also deliver aspirational assemblies.

Where appropriate we use visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, the school carries out its responsibilities for due diligence, carrying out appropriate checks and ensuring that the visitor's ethos aligns with that of the school.

PSHCE topics may also be covered in a variety of lessons and use a range of resources and teaching methods. The focus is on interactive learning, and approaches include: whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play and use of technology. Many of these approaches also act as distancing techniques, enabling pupils to discuss issues without discussing personal experience. PSHE staff are trained yearly by the PSHE Association to ensure knowledge and teaching methods are in line with best practice.

We also organise an extensive Parent Seminar programme on topics such as Online Safety, Adolescent issues, Wellbeing and Good Mental Health, along with staff training.

In KS3, girls follow a PSHCE programme during a dedicated PSHCE lesson taught by a specialist teacher. Many topics will also be covered through Science specifications. There are additional visits from outside speakers in Years 7 – 9. Sixth Form Mental Health Ambassadors also contribute to the delivery of form time follow up sessions, under the guidance of the Deputy Head, Pastoral (Senior Designated Lead for Mental Health), the Head of PSHCE, and the relevant Section Head.

The topics covered in Years 7-9 include: Relationships, Living in the Wider World, and Health and Wellbeing; Coping with Changes; Rights and Responsibilities, including British Values; Study Skills; Personal; Safety; Internet Safety; Self-Esteem; Bullying; Smoking; Heart Disease; Diet and Healthy Eating; Body Image; Alcohol Abuse; Substance Misuse; Drugs and the Law; Relationships and Sex Education; Consent: Health Education; FGM; Contraception and Sexually Transmitted Infections.

In Years 10 and 11 PSHCE is taught by specialist teachers in one curriculum period per week. Pupils will follow short courses in Ethics, Health Education, Citizenship British Values, Media Awareness, Life Skills, Finance and Healthy Relationships. In Form Time in these years, tutors also deal with PSHCE issues and Study Skills.

The topics covered in Years 10-11 include; Mental Health; Coping with Stress; Money Management; Personal Safety including online safety; Body Image & Healthy Eating; Benefits of Exercise; Self-harm; Alcohol Abuse; Substance Misuse; Skin Cancer, Breast & Cervical Cancer; Smoking; Drugs and illegal substances; HIV and AIDS; Rape; Relationships and Sex Education; Consent; Contraception and Abortion; UK Democracy and British Values; Health and Education Services; Current Issues: Finance and Careers. Pupils are also introduced to the Futurewise programme is a career guidance and planning that supports young people from age 15 to 23 through comprehensive, personalised and impartial services.

In the Sixth Form, a dedicated Lecture Slot is used to discuss topics within the Sixth Form PSCE programme of study which Form tutors follow up on in Form periods. The topics covered are tailored to the individual needs of the cohort and may vary from year to year. However, the topics covered in the Sixth Form will always include: Study Skills, Money Management, Relationships and Sex Education (RSE), including abuse in relationships, Self- Confidence, Good mental Health and physical Health Issues.

Throughout PSHCE sessions, girls are made aware of matters such as ‘grooming’, fabricated illness, radicalisation and FGM and what they should do if they are concerned about themselves or anyone else who may be vulnerable. All staff are aware of their obligations under the statutory guidance, Keeping Children Safe in Education 2023. The Senior Deputy Head and Head of PSHCE are mindful of Ofsted’s Review into Sexual Abuse in Schools and Colleges (now within KCSIE) and ensure that the curriculum covers key topics mentioned. PSHCE teachers elect to teach the subject and the school ensures they are adequately trained: PSHE Association training for staff takes place yearly in September.

## **Assessment, Reporting and Recording**

In the Senior School, pupil surveys take place at the end of each topic and feedback informs future planning (e.g. see changes to KS4 curriculum, 2022-23), and provides feedback on the suitability of the spiralled curriculum.



Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform planning of future work. Across the school, or each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils' progress. Assessment in PSHCE may take many forms: observing drama or role-play tasks, marking written or artistic work, interpreting understanding from participation and input during discussion, looking for the demonstration of cooperative or communication skills during paired or group situations etc. Pupils do not pass or fail within this subject; they are not graded as in other curriculum subjects. In addition to this, pupils are given the opportunity to reflect on their own learning and personal experiences. Form tutors comment on each pupil's personal and social development.

In the Junior School, progress is tracked through the use of the end of puzzle outcomes and teacher assessment through the Jigsaw tool.

## Health and Safety Concerns

Please refer to the School Health and Safety and Curriculum Policies.

- Safeguarding (Child Protection) Policy
- Antibullying Policy
- Curriculum Policy
- SMSC Statement
- JAGS Wellbeing Guidance and Strategy
- Relationships and Sex Education Policy

The Designated Safeguarding Lead is Rhona Muir (Senior Deputy). The Deputy DSLs are Anna Jones (Head of Years 10 and 11) Kerri-Anne Bannon (Junior School Deputy Head- Pastoral), Elizabeth Channon (Head of Pre-Prep)

The Mental Health and Wellbeing of our pupils and staff are priorities for JAGS. The school offers the services of two qualified counsellors and the School Chaplain to the whole school community. Staff have access to the School's Employee Assistance Programme, provided by BHSF Rise.

## PSHCE OVERVIEW YEARS R - 2

	Autumn Term: Being Me in My World and Celebrating Difference	Spring term: Dreams and Goals and Healthy Me	Summer: Relationships and Changing Me
<b>Reception</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> </ul>

		Medicine safety/safety with household items Road safety Linking health and happiness	Linking growing and learning Coping with change Transition
<b>Year 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition



## PSHCE OVERVIEW YEARS 3-6

	Autumn Term: Relationships	Spring term: Living in the wider world	Summer: Health and Wellbeing
<b>Year 3</b>	<b>Families and friendships</b> <ul style="list-style-type: none"> <li>What makes a family; features of family life</li> </ul> <b>Safe relationships</b> <ul style="list-style-type: none"> <li>Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> </ul> <b>Respecting Ourselves and others</b> <ul style="list-style-type: none"> <li>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<b>Belonging to a community</b> <ul style="list-style-type: none"> <li>The value of rules and laws; rights, freedoms and responsibilities</li> </ul> <b>Media literacy and digital resilience</b> <ul style="list-style-type: none"> <li>How the internet is used; assessing information online</li> </ul> <b>Money and work</b> <ul style="list-style-type: none"> <li>Different jobs and skills; job stereotypes; setting personal goals</li> </ul>	<b>Physical Health and Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Health choices and habits; what affects feelings; expressing feelings</li> </ul> <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Personal strengths and achievements; managing and re-framing setbacks</li> </ul> <b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Risks and hazards; safety in the local environment and unfamiliar places</li> </ul>
<b>Year 4</b>	<b>Families and friendships</b> <ul style="list-style-type: none"> <li>Positive friendships including online</li> </ul> <b>Safe relationships</b> <ul style="list-style-type: none"> <li>Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> </ul> <b>Respecting Ourselves and others</b> <ul style="list-style-type: none"> <li>Respecting differences and similarities;</li> <li>Discussing differences sensitively</li> </ul>	<b>Belonging to a community</b> <ul style="list-style-type: none"> <li>What makes a community; shared responsibilities</li> </ul> <b>Media literacy and digital resilience</b> <ul style="list-style-type: none"> <li>How data is shared and used</li> </ul> <b>Money and work</b> <ul style="list-style-type: none"> <li>Making decisions about money; using and keeping money safe</li> </ul>	<b>Physical Health and Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Maintaining a balanced lifestyle; oral hygiene and dental care</li> </ul> <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Physical and emotional changes in puberty; personal hygiene routines; support with puberty</li> </ul> <b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Medicines and household products; drugs common to everyday life</li> </ul>
<b>Year 5</b>	<b>Families and friendships</b> <ul style="list-style-type: none"> <li>Managing friendships and peer</li> </ul>	<b>Belonging to a community</b> <ul style="list-style-type: none"> <li>Protecting the</li> </ul>	<b>Physical Health and Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Healthy sleep habits; sun safety;</li> </ul>

	<p>influence</p> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>Physical contact and feeling safe</li> </ul> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<p>environment; compassion towards others</p> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>How information online is targeted; different media types, their role and impact</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<p>medicines, vaccines, immunisations and allergies</p> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Keeping safe in different situations, including responding in emergencies</li> </ul>
<b>Year 6</b>	<p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>Consolidation of prior learning and begin to explore romantic relationships; civil partnerships and marriage</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>Recognising and managing pressure; consent in different situations</li> </ul> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and respecting other points of view including discussing topical issues</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Valuing diversity; challenging discrimination and stereotypes</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Evaluating media sources; sharing things online</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Influences and attitudes to money; money and financial risks</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Human reproduction and birth; increasing independence; managing transfer to Senior School</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Keeping personal information safe; regulations and choice; drug use and the law; drug use and the media</li> </ul>

## PSHCE Curriculum Map for KS3 and KS4 – YEAR 7

	Autumn 1 Relationships	Autumn 2 Living in the wider world	Spring 1 Health and Wellbeing	Spring 2 Health & wellbeing	Summer 1 Finance	Summer 2 Relationships	Speakers
	7 lessons	6 lessons	5 lessons	6 lessons	5 lessons	5 lessons	
Year 7	<b>Healthy relationships-</b> <b>Lesson 1&amp;2-</b> Positive Mental Health <b>Lesson 3</b> What do good friendships look like? <b>Lesson 4&amp;5</b> ‘What if everybody thought that?’ Importance of diversity and how to form healthy friendships <b>Lesson 6-</b> Feedback on anti-bullying workshop <b>Lesson 7-</b> The importance of Equality Act 2010	<b>Life skills-</b> <b>Lesson 1-</b> Diversity and Inclusion <b>Lesson 2-</b> Puberty and the teenage brain <b>Lesson 3-</b> Puberty and personal hygiene <b>Lesson 4-</b> Organisational skills <b>Lesson 5-</b> Study skills <b>Lesson 6-</b> Skills for working with others	<b>Self Esteem and Body Confidence</b> <b>Lesson 1-</b> Appearance Ideals <b>Lesson 2-</b> Media Messages <b>Lesson 3-</b> Confront comparisons <b>Lesson 4-</b> Banish body Talk <b>Lesson 5-</b> Be the Change	<b>Mental Health-</b> <b>Lesson 1-</b> Emotional resilience <b>Lesson 2-</b> How to cope with change and loss <b>Lesson 3-</b> Feedback on online safety talk <b>Lesson 4-</b> The importance of exercise <b>Lesson 5-</b> International Women’s Day <b>Lesson 6-</b> Stephen Lawrence Day	<b>Finance-</b> <b>Lesson 1-</b> The Cost of Living <b>Lesson 2-</b> Your Dream life and budgeting <b>Lesson 3-</b> Job roles and salaries <b>Lesson 4-</b> Reality bites and budgeting <b>Lesson 5-</b> Unexpected events and how to deal with them	<b>Lesson 1-</b> What does every ‘family’ need? <b>Lesson 2-</b> What is the purpose of marriage <b>Lesson 3&amp;4-</b> Dangers of peer pressure and coercive relationships. <b>Lesson 5-</b> What is FGM? <b>Lesson 6-</b> Prejudice and bias	<b>Puberty presentation</b> by the nurses  <b>PC Grant Seager-</b> Personal Safety  <b>Karl Hopwood</b> (online resilience)  <b>ItHappens Education-</b> relationship, Sex and Health Education  <b>Inner Drive Growth Mindset-</b> (resilience) <b>Year 7 Drop Down Day</b>  <b>OpenView Education-</b> The problem of bullying

## PSHCE Curriculum Map for KS3 and KS4 – YEAR 8

	<b>Autumn 1 Health and Wellbeing</b>	<b>Autumn 2 Relationships</b>	<b>Spring 1 Relationships</b>	<b>Spring 2 Living in the wider world</b>	<b>Summer 1 Healthy Relationships</b>	<b>Summer 2 Health and careers</b>	<b>Speakers</b>
	<b>7 lessons</b>	<b>6 lessons</b>	<b>5 lessons</b>	<b>5 lessons</b>	<b>5 lessons</b>	<b>4 lessons</b>	
<b>Year 8</b>	<b>Health and Wellbeing:</b> <b>Lesson 1-</b> Personal hygiene and puberty <b>Lesson 2-</b> Drugs and Alcohol Education-caffeine <b>Lesson 3-</b> Drugs and Alcohol Education-tobacco <b>Lesson 4-</b> Drugs and Alcohol Education-vaping <b>Lesson 5-</b> Drugs and Alcohol Education-alcohol <b>Lesson 6-</b>	<b>Equality, Diversity and Inclusion:</b> <b>Lesson 1-</b> The Equality Act 2010 <b>Lesson 2-</b> What is diversity and inclusion? <b>Lesson 3-</b> What is belonging? <b>Lesson 4-</b> Follow-up to the anti-bullying workshop <b>Lesson 5&amp;6-</b> What is visible difference?	<b>Human Rights:</b> <b>L1&amp;2-</b> Human Rights and the UDHR <b>L3-</b> Gender inequality <b>L4-</b> Girls in education <b>L5&amp;6-</b> How can one avoid online fraud and scams?	<b>Living in the Wider World</b> <b>Lesson 1-</b> Stephen Lawrence Day <b>Lesson 2-</b> International Women's Day <b>Lesson 3-</b> Feedback discussion on the online safety session <b>Lesson 5&amp;6-</b> Problems caused by online gambling	<b>Healthy Relationships:</b> <b>Lesson 1-</b> The importance of our individual values and beliefs <b>Lesson 2-</b> What makes a relationship 'healthy' <b>Lesson 3-</b> What are the problems of a coercive relationship <b>Lesson 4&amp;5</b> Wellbeing	<b>Health and Careers:</b> <b>Lesson 1-</b> the importance of sleep <b>Lesson 2&amp;3-</b> How can one improve and maintain our self-esteem <b>Lesson 4-</b> The importance of positivity	<b>PC Grant Seager-</b> Personal Safety  <b>Karl Hopwood</b> (online resilience)  <b>ItHappens Education-</b> relationship, Sex and Health Education  <b>OpenView Education-</b> The problem of bullying

	Managing Peer Pressure <b>Lesson 7-</b> Healthy Eating						
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## PSHCE Curriculum Map for KS3 and KS4 – YEAR 9

	Autumn 1 Health Relationships	Autumn 2 Healthy Relationships	Spring 1 Health and Well-being	Spring 2 Health and Online Safety	Summer 1 Health Education	Summer 2 Media Awareness	Speakers
	7 lessons	6 lessons	4 lessons	6 lessons	5 lessons	6 lessons	
Year 9	<b>Healthy Relationships:</b> <b>Lesson 1-</b> Equality Act, 2010 <b>Lesson 2&amp;3-</b> Challenging stereotypes <b>Lesson 4&amp;5-</b> Anti-bullying <b>Lesson 6-</b> The problems of sexism and misogyny <b>Lesson 7-</b> The importance of consent	<b>Healthy Relationships:</b> <b>Lesson 1&amp;2-</b> What are the qualities of healthy and unhealthy relationships? <b>Lesson 3&amp;4-</b> What are the dangers surrounding 'sexting'? <b>Lesson 5&amp;6-</b> Health Education and the dangers of STIs	<b>Health and Wellbeing:</b> <b>Lesson 1-</b> First Aid Workshop <b>Lesson 2-</b> Attitudes to mental health <b>Lesson 3-</b> "Positive Mental Health" presentation by Dick Moore <b>Lesson 4-</b> Mental health coping strategies	<b>Health Education and Online Safety:</b> <b>Lesson 1-</b> International Women's Day <b>Lesson 2-</b> Internet Safety presentation by Karl Hopwood <b>Lesson 3-</b> Internet Safety <b>Lesson 4-</b> RSHE presentation by ItHappens Education <b>Lesson 5&amp;6-</b> The importance of good nutrition	<b>Health Education</b> <b>Lesson 1-</b> What are drugs? <b>Lesson 2-</b> Drugs, the law and the societal impact <b>Lesson 3-</b> The environmental impact of the illegal drug trade <b>Lesson 4-</b> The problems of the County Lines drug trade <b>Lesson 5-</b> The impact of 'cukooing'	<b>Media awareness</b> <b>Lesson 1&amp;2-</b> Media awareness and the importance of vaccinations <b>Lesson 3&amp;4-</b> Media awareness and the unrealistic representations of online relationships <b>Lesson 5&amp;6-</b> Media awareness and the problems of vaping	<b>PC Grant Seager-</b> Personal safety and road safety  <b>Openview Education-</b> Anti-bullying and positive friendships  <b>Karl Hopwood-Online-</b> Safety and resilience  <b>Daniel Spargo-Mabbs Foundation –</b> Drugs Awareness 'I Love you Mum' play.  <b>Fiona Spargo-Mabbs-</b> Drug and Alcohol Education  First Aid Workshops- <b>JAGS</b>



							<b>First Aid Team</b>  <b>Sherene Barnett-</b> Windrush  <b>ItHappens</b> <b>Education-</b> Relationship, Sex and Health Education  <b>Dick Moore</b> presentation on Positive Mental Health
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## PSHCE Curriculum Map for KS3 and KS4 – YEAR 10

	<b>Autumn 1 Wellbeing and Careers</b>	<b>Autumn 2 Finance</b>	<b>Spring 1 Citizenship and Media Awareness</b>	<b>Spring 2 Citizenship and Media Awareness</b>	<b>Summer 1 RSHE</b>	<b>Summer 2 Ethics</b>	<b>Speakers</b>
	<b>6 Lessons</b>	<b>6 Lessons</b>	<b>5 Lessons</b>	<b>5 lessons</b>	<b>4 lessons</b>	<b>5 lessons</b>	
<b>Year 10</b>	<p>Lesson 1- 5 Steps to tyranny- 'Us' vs 'Them'</p> <p>Lesson 2- 5 Steps to Tyranny- 'Obey Orders'</p> <p><b>Lesson 3-</b> 5 Steps to Tyranny- 'Do Them Harm'</p> <p><b>Lesson 4-</b> 5 Steps to Tyranny- 'Stand up' and 'Stand by'</p> <p><b>Lesson 5-</b> 5 Steps to Tyranny- 'Exterminate'</p> <p><b>Lesson 6-</b> InnerDrive Presentation on managing mobile phones and the</p>	<p><b>Lesson 1-</b> <b>Equality Act, 2010</b></p> <p><b>Lesson 2&amp;3-</b> <b>ItHappens</b> Education pre-recorded presentation on the dangers of illicit substances, habit forming, the teenage brain and harm-prevention</p> <p><b>Lessons 4&amp;5-</b> How to spot media disinformation</p> <p><b>Lesson 6-</b>How to</p>	<p><b>Lesson 1-</b> <b>Finance</b> <b>workshop by St James' Place</b></p> <p><b>Lessons 2-</b> Borrowing and debt</p> <p><b>Lesson 3-</b> Frauds and scams</p> <p><b>Lessons 4-</b> How to make a budget</p>	<p>Lesson 1- First Aid Workshop</p> <p>Lesson 2&amp;3- Dangers of drink spiking</p> <p><b>Lesson 4-</b> ItHappens Education RSHE presentation</p> <p><b>Lesson 5-</b> Importance of Consent</p> <p><b>Lesson 6-</b> International Women's Day</p>	<p>Lesson 1- Stephen Lawrence Day</p> <p><b>Lesson 2&amp;3-</b> Greenwashing isn't cool- being critical consumers</p> <p><b>Lesson 4-</b> Wellbeing</p>	<p>Lesson 1&amp;2- Managing Stress and Anxiety</p> <p><b>Lesson 3-</b> Staying Positive</p> <p><b>Lesson 4-</b> Introduction to CV Writing</p> <p><b>Lesson 5-</b> CV Writing</p>	<p>PC Liaison Officer- Personal Safety</p> <p>An InnerDrive presentation on managing mobile phone usage and the importance of sleep</p> <p>ItHappens Education RSHE presentation</p> <p>ItHappens Education- Drugs education</p> <p>First Aid Workshop- JAGS First Aid Team</p>

	importance of sleep  <b>Lesson 7</b> - Follow-up session to managing mobile phones	spot biased writing					
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## PSHCE Curriculum Map for KS3 and KS4 – YEAR 11

	<b>Autumn 1 Health and Wellbeing</b>	<b>Autumn 2 RSHE</b>	<b>Spring 1 RSHE</b>	<b>Spring 2 Citizenship</b>	<b>Summer 1 Finance</b>	<b>Summer 2</b>	<b>External Speakers</b>
	<b>6 Lessons</b>	<b>6 Lessons</b>	<b>5 Lessons</b>	<b>6 Lessons</b>	<b>3 Lessons</b>	<b>Exam Leave</b>	
<b>Year 11</b>	<p><b>Lessons 1&amp;2-</b> How to maintain good mental Health</p> <p><b>Lesson 3-</b> Planning healthy meals and being active</p> <p><b>Lesson 4-</b> InnerDrive Study Skills presentation on performance under pressure</p> <p><b>Lesson 5-</b> Foll-up discussion on study skills</p> <p><b>Lesson 6-</b> The Importance of Sleep</p>	<p><b>Lesson 1-</b> Equality Act, 2010</p> <p><b>Lesson 2&amp;3-</b> It happens pre-recorded presentation on the dangers of illicit substances and festival safety</p> <p><b>Lesson 4-</b> What is breast cancer?</p> <p><b>Lesson 5-</b> How to check our breasts for signs of breast cancer</p> <p><b>Lessons 6-</b> What is consent?</p>	<p><b>Lesson 1-</b> Fertility and routes to parenthood</p> <p><b>Lesson 2-</b> Pregnancy outcomes</p> <p><b>Lessons 3&amp;4-</b> Pregnancy choices: abortion</p> <p><b>Lesson 5-</b> Exploring blood, organ and stem cell donation</p>	<p><b>Lesson 1&amp;2-</b> What is relationship abuse?</p> <p><b>Lesson 3-</b> International Women's Day</p> <p><b>Lesson 4-</b> It Happens Education RSHE presentation</p> <p><b>Lesson 5-</b> Barrier and hormonal methods of contraception</p> <p><b>Lesson 6-</b> Stephen Lawrence Day</p>	<b>Lesson 1&amp;2-</b> Tax		<p>Personal Safety presentation by PC Liaison Officer Grant Seager</p> <p>InnerDrive Workshops on Study Skills</p> <p>It Happens Education RSHE presentation</p> <p>It happens pre-recorded presentation on the dangers of illicit substances</p>

Throughout the school year JAGS provides the opportunity for the Girls to hear specialist speakers present on a range of topics (including RSE). Letters will be sent to parents in advance of these talks with a brief overview of the content and they may withdraw their daughter from any talk should they wish to do so. Some presentations will be pre-recorded and some will be live video sessions.

## PSHCE in the 6th form

PSHCE in the sixth form not only builds upon the programme of talks and activities that students have encountered lower down the school but introduces and responds to issues that are particular to the transition from child to young adult. The PSHCE provision across Year 12 and 13 follows a more flexible approach allowing tutors to respond to particular issues as they may arise whilst also having a core programme. Pupils are given a range of talks covering personal finance, study skills, careers and interview techniques as well as looking at drug and alcohol misuse, personal safety and general wellbeing. The PSHCE acronym is not used in the sixth form so that pupils see the activity as fresh and do not bring preconceived ideas as to what they will be doing. The aim is that it is a forum for discussing issues at a more adult level and that are directly relevant to their experience.

Talks are organised throughout the year.

### Ethics

- Global impact of drugs (Yr12)
- Police talk on rape (Yr12 & Yr13)
- Consent - programme 'Sex on Trial' (Yr12 & Yr13)
- Revenge Porn (Yr13)
- Stem Cell Donation (Yr12)

### Health Education

- Health and wellness: covering sex, contraception and abortion (Yr12) (gender neutral)
- Healthy and Unhealthy Relationships (Yr12)
- Drink, drugs and legal highs (Yr12)
- The Drugs Trade (Yr12)
- Drugs, drink, the law and driving (Yr13)
- Body Confidence and Nutrition (Yr12 & Yr13)
- Destructive Vs constructive coping mechanisms e.g. eating habits, self-harm, promiscuity (Yr13)

### Citizenship

- Citizenship – taxation, voting and jury service (Yr13)
- Everyday Sexism (Yr12)
- Campaigning – The Tampon Tax (Yr13)

### Life Skills

- Online safety (Yr12)
- Data protection – identity theft (Yr13)
- Finance, banking and bills (Yr13)
- Disappointment and coping with failure (Yr13)
- Well-being and cheerfulness (Yr12)
- Emotional Intelligence (Yr12)
- Transition to University (Yr13)



- Personal Safety (Yr12 & Yr 13)
- CV – job applications and interview skills (Yr12)
- Higher education and university talks – careers (Yr12)
- Cancel culture (Yr12)

### PSHCE and Wellbeing Presentations to Students 2023-2024

<b>Name of Speaker</b>	<b>Topic</b>	<b>Date and time</b>	<b>Year group</b>
PC Grant Seager	Personal Safety	Friday 8th September Assembly	KS3
PC Grant Seager	Personal Safety	Wednesday 20th September Assembly	KS4
Daniel Spargo- Mabbs Foundation	Drug Awareness	Thursday 14th September 2-3.10pm	Year 12
OneView Education	Anti-bullying and the Importance of Kindness	Tuesday 26th September Year 9- FT and P1 (8.50-9.40am) Year 8 P4 and EL (12-1pm) Year 7- LL-P5 (1.50-2.50pm)	Year 9 Year 8 Year 7
InnerDrive	Performance Under Pressure	Monday 2nd October EL and P4 (12-1pm)	Year 11
InnerDrive	Studying with the brain in mind	Tuesday 3rd October 6x 1hour workshops 9R: 9-9.50am 9L: 9.55-10.45pm 9C: 11.05-11.55am 9D:12-12.50pm 9S: 2-2.50pm 9K: 2.55-3.45pm	Year 9
InnerDrive	Managing Mobile Phones	Tuesday 10th October LL-Period 5 (1.50-2.50pm)	Year 10
ItHappens Education	Drug Awareness and Festivals	Monday 13th November In PSHCE lesson	Year 11
ItHappens Education	Drug Awareness	Tuesday 14th November In PSHCE Lesson	Year 10
PC Steve Grant	Personal Safety and Sexual Assault	Friday 1st December 12-1pm	Year 13
PC Steve Grant	Personal Safety and Sexual Assault	Wednesday 6th December 2-3pm	Year 12
Marta Totten and the First Aid Team at JAGS	First Aid	Tuesday 16th January during PSHCE lesson (9-9.50am) <ul style="list-style-type: none"> <li>• 9C</li> <li>• 9D</li> </ul>	Year 9

		<ul style="list-style-type: none"> <li>9K</li> </ul>	
Marta Totten and the First Aid Team at JAGS	First Aid	<p>Tuesday 23rd January during PSHCE lesson (9-9.50am)</p> <ul style="list-style-type: none"> <li>9L</li> <li>9R</li> <li>9S</li> </ul>	Year 9
<b>Name of Speaker</b>	<b>Topic</b>	<b>Date and time</b>	<b>Year group</b>
St James's Place	Finance Workshops	<p>Tuesday 23rd January during PSHCE lessons (1.50-2.50pm)</p> <p>Half the year group.</p>	Year 10
Inner Drive	Growth Mindset	<p>Wednesday 24th January- 50-minute workshops</p> <p>7L:12-12.50pm 7C: 2-2.50pm and Friday 7R-2.55-3.45pm</p>	Year 7
Inner Drive	Growth Mindset	<p>Friday 26th January: 50-minute workshops</p> <p>7D: 9.55-10.45am 7A: 11.05-11.55am 7S: 2-2.50pm 7K: 2.55-3.45pm</p>	Year 7
<b>Name of Speaker</b>	<b>Topic</b>	<b>Date and time</b>	<b>Year group</b>
Dick Moore	Mental Health	Tuesday 30th January 8.40-9.50am	Year 9
Daniel Spargo-Mabbs Foundation	Drugs awareness	<p>Wednesday 7th February</p> <p>Set up- 8.30-9.30am</p> <p>'I love you, Mum' play 9.30-10.45am</p> <p>Fiona Spargo-Mabbs talk- 11.05-11.55am</p>	Year 9
Marta Totten and the First Aid Team	First Aid	<p>Tuesday 20th February during PSHCE lesson (2-2.50pm)</p> <ul style="list-style-type: none"> <li>10C</li> <li>10D</li> <li>10K</li> </ul>	Year 10
Marta Totten and the First Aid Team	First Aid	<p>Tuesday 27th February during PSHCE lesson (2-2.50pm)</p> <ul style="list-style-type: none"> <li>10L</li> <li>10R</li> </ul>	Year 10
Karl Hopwood	Online Safety	<p>Tuesday 27th February</p> <p>Year 9- during PSHCE lessons (9-</p>	

		9.50am) Year 8 -Period 2 (9.55-10.55am) Year 7-Period 3 (11.05-11.55am)	Year 9  Year 8  Year 7
ITHappens Education	RSHE	Monday 11th March Year 11: 12-1pm (PSHCE lesson and 10 mins of lunch) Year 7: 1.40-2.50 (Late Lunch and Period 5)	Year 11   Year 7
ITHappens Education	RSHE	Tuesday 12th March Year 9: 8.40-9.50 (FT and period 1) Year 8: 12-1.10pm (period 4 and Early Lunch) Year 10: 1.40-2.50pm (Late Lunch and PSHCE lesson)	Year 9   Year 8  Year 10
ItHappens Education	RSHE	Friday 15th March 12-1pm	Year 13
ItHappens Education	RSHE	Thursday 16th May	Year 12
Sherene Barnett	Windrush	Tuesday 18th June 2.55-3.45pm (Period 6)	Year 9

Year 7 Puberty discussions also take place internally, delivered by one of the school nurses during form times across October and November Junior School (Prep)